**Workshop Model Lesson Plan**

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| **Course: Water waste and energy** | **Date: 07/08/15** | **Instructor: Andrade** |

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| **Aim/Instructional Outcome:** *(The student will be able to):*  What’s the relationship between overpopulation and the need for fresh water? |
| **Common Core Learning Standards:** Key Ideas and Details 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Reading Standards for Informational Text: 1a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s). |
| **Vocabulary (for active Word Wall):** water shortage, overpopulation, sustainability, desalinization, water source, developing nations |
| **Instructional Materials/Resources:**  **internet search, chart, markers, notebooks, passages,** |
| **DLS** 1.a Students learn, remember, and recall facts relevant to a content area  1.d Students know and are able to use the language specific to a content area. RI/RH/RST.9-10.4 RI/RH/RST.11-12.4 W |
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| **Do Now:**  **List three different ways we need water, and three different forms of waste of water** | **Time**  5 mins | **Instructional Grouping:**  **group work activity** | **Differentiation Strategies:**  **Use of different text according to level** |
| **Mini-Lesson with Modeling:**  *(“I do)*  **Introduce vocabulary; explaining how they are interrelated. Discuss how the topic fits into different subject areas**  **Explain to students that two sets of handouts are being provided “Population and Water resources” and “Fresh Water”**  **Read a paragraph with class showing students how to write notes and comments about the text** | **Time**  10 mins |
| **Student Work Period/Learning Activity:** *Guided Practice (“We do) and Independent Practice (“You do”)*  Provide a passage to every student and let them know that readings are related to the same topic. Students should read passages individually and take notes  After the first reading make two group of students for each passage. They have to discuss the text among themselves and create a chart  Students share: Each group will make a short presentation to class based on charts created for each passage | **Time**  20 mins    5 mins | **Higher Order Questions:** *(Bloom/Webb)*  *What would happen to humanity if natural resources became scarce?*  *Do you think water conservation is a topic that should be a constant campaign on TV?* | |
| **Summary: Review the teaching point of the lesson and have students provide the relationship between population and fresh water**  **Assessment: Class discussion on ways that every individual can contribute to this global fresh water issue**  **Homework: Students write a paragraph about the passage that was read** | **Time**  5 mins | **Reflection on Lesson**  *How will you change this lesson in the future?*  *How will your evaluation of today’s assessment inform future instruction?* | |